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ABSTRACT

Student perceptions of residence hall environment were studied at Saint Mary's College (Indiana) with a 50% sample of freshmen and sophomores, a one-third sample of juniors, and a one-fifth sample of seniors. Consideration was given to the effects of the type of room (single, double, triple, quad, quint) and choice of residence (first, second, third, fourth, no choice) on whether the student enjoyed living in the hall. The 100-item University Residence Environmental Scale, which assumes that a consensus of individuals' perceptions of the environment constitutes a measure of environmental climate, was administered. The 565 respondents included 28 resident advisors. To discriminate among living groups, the scale has 10 subscales: involvement, emotional support, independence, traditional social orientation, competition, academic achievement, intellectuality, order and organization, student influence, and innovation. Findings include: overall residence life at Saint Mary's provides an environment slightly above average on involvement and high on support; traditional social activities and competition were emphasized; the environmental press toward academic achievement was above average and the press toward intellectuality was slightly above average; press toward independence with relation to peers was very low; and the environment was high on order and organization but low on student influence and innovation. Ten statistical tables are appended, and numerous tables and figures are included in the text. (SW)

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Saint Mary's College
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INSTITUTIONAL RESEARCH

RESIDENCE ENVIRONMENT STUDY

(Surveys January - March 1986)

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PURPOSE AND BACKGROUND

A number of research studies have investigated the relationship of environment to various developmental goals and achievements.[1] Much of the research was based on the theoretical work of Henry Murray on "environmental press." In the mid-1960's, Rudolph Moos became interested in the influence of environments, and through the years conducted research studies in various environmental settings, including college residence living groups. The research done showed that living groups influence students in each of the seven developmental areas identified by Chickering, and that studies of college impact need to consider the mediating influence of student living groups.[2] For example, a supportive living group may protect students from stressful effects of a competitive college setting; a living group in which achievement and studying are valued may enhance the impact of a college setting which strongly values academic concerns; but the potential effects of a college setting may be countered by the norms of a relationship-oriented unit which focuses on social activities.

The 100-item University Residence Environmental Scale (URES) used in this research was developed by Moos and Marvin Gerst assuming that a consensus of individuals' perceptions of the environment constitute a measure of environmental climate. It was refined to have high item-to-subscale correlation, low to moderate correlations among subscales, and maximum discrimination among living groups. The ten subscales are conceptualized as having three dimensions. The subscales and dimensions are as follows:

Brief URES Subscale Descriptions

Subscale	Description
Relationship Dimensions	
1. Involvement	Degree of commitment to the house and residents; amount of interaction and feeling of friendship in the house.
2. Emotional Support	Extent of manifest concern for others in the house; efforts to aid one another with academic and personal problems; emphasis on open and honest communication.

[1]See for example, "Interaction of Student and Campus," in Student Services: A Handbook for the Profession, 1980; L. L. Baird, "The Practical Utility of the College Environment," Review of Educational Research, 1974, pp. 307-329; and R. Moos and E. Lee, "Comparing Residence Hall and Independent Living Settings," Research in Higher Education, Vol. II, No. 3, 1979, pp. 207-220.

[2]Rudolph H. Moos, Evaluating Educational Environments, Chapter 5, "Effects of Living Groups on Student Attitudes and Behavior," San Francisco: Jossey-Bass Publishers, 1979.

Personal Growth, or Goal Orientation, Dimensions

3.	Independence	Degree of emphasis on freedom and self-reliance versus socially proper and conformist behavior.
4.	Traditional social orientation	Stress on dating, going to parties, and other traditional heterosexual interactions.
5.	Competition	Degree to which a wide variety of activities, such as dating and grades, are cast into a competitive framework.
6.	Academic achievement	Prominence of strictly classroom and academic accomplishments and concerns.
7.	Intellectuality	Emphasis on cultural, artistic, and other intellectual activities, as distinguished from strictly classroom achievements.

System Maintenance and Change Dimensions

8.	Order and organization	Amount of formal structure, neatness, and organization (rules, schedules, established procedures).
9.	Student influence	Extent to which student residents formulate and enforce rules and control use of the money, selection of staff, roommates, and the like.
10.	Innovation	Organizational and individual spontaneity of behaviors and ideas; number and variety of new activities.

SELECTION OF SAMPLE AND RESPONSE RATES

After discussions with the Dean of Student Affairs and Director of Residence Life, it was decided that the URES would be an appropriate instrument to use at Saint Mary's to assess the type of residence environment which students perceived, and whether it differed by residence units (RA sections), halls, classes, type of room, etc. The Student Affairs administrators were more interested in freshman and sophomore reactions than junior and senior; therefore, it was decided to take a 50 percent sample of freshmen and sophomore residents, a one-third sample of juniors, and a one-fifth sample of seniors to include August Hall and Le Mans Hall residents, using a cluster-sample method of RA sections. Resident Advisors were to administer and collect the surveys.

Table I shows the total number of residents by class and dorm in January, 1986, and the responses to the survey administered from January through March. The actual percentages of classes responding are near to

TABLE I
RESIDENTS AS OF JANUARY 1986

Hall	Sr. 85/86 No.	Sr. 85/86 %	Jr. '87 No.	Jr. '87 %	So. '88 No.	So. '88 %	Fr. '89 No.	Fr. '89 %	Total No.	Total %
Augusta	55	89.	7	11.	0		0		62	4.1
Holy Cross	19	6.	176	51.	85	25.	62	18.	342	22.5
Le Mans	252	48.	127	24.	71	14.	75	14.	525	34.6
McCandless	7	2.	26	9.	92	32.	160	56.	285	18.8
Regina	8	3.	13	4.	102	34.	181	60.	304	20.0
Class Years	341	22.	349	23.	350	23.	478	31.	1518	100.0

RESPONDENTS TO SURVEY (JAN.-MAR.'86)

Hall	Sr. 85/86 No.	Sr. 85/86 %	Jr. '87 No.	Jr. '87 %	So. '88 No.	So. '88 %	Fr. '89 No.	Fr. '89 %	Class Yr. Not Shown No.	Class Yr. Not Shown %	Total No.	Total %
Augusta	13	93.	1	7.	0		0				14	2.5
Holy Cross	5	5.	45	48.	21	22.	20	21.	3	3.	94	16.6
Le Mans	36	23.	37	24.	29	19.	51	33.	1	1.	154	27.3
McCandless	4	3.	12	9.	34	26.	79	60.	2	2.	131	23.2
Regina	3	2.	7	4.	72	42.	89	52.	1		172	30.4
Class Years	61	11.	102	18.	156	28.	239	42.	7	1.	565	100.0
Percent of Class		18.		29.		45.		50.				37.

TYPE OF RESPONDENT

Student	537	95.0
R.A.	28	5.0
	565	100.0

the desired rate, slightly under for juniors and seniors. Holy Cross Hall is considerably under-represented while Regina is over-represented. Of the total 565 respondents, 28 are resident advisors and the rest non-staff students.

OPINIONS REGARDING LIVING IN THE HALL AS RELATED TO CERTAIN FACTORS

The answer sheet provided space for questions on the type of room the respondent occupied, how long she had lived in the hall, whether or not she enjoyed living in the hall, and whether or not she would like to live there again. Tables II through IX explore relationships among these factors.

Table II gives data for all respondents on choice category of residence, type of room, length of time in hall, and whether they enjoyed living in hall. Over 60 percent indicated they occupied their first choice of hall and

only 3 percent are in fourth-choice halls. About 10 percent said they had no choice (probably freshmen or late registrants). Almost a third occupy single rooms, another 31 percent, double rooms, about 15 percent, a quad and only 3 percent, a quint. Over 83 percent said they "enjoyed" living in the hall and only 4 percent definitely did not enjoy living there. The two halls which had the highest percentage who lived there two years are Regina (22%) and Holy Cross (21%).

TABLE II

CHOICE CATEGORY OF ROOM

	No.	%
First	352	62.3
Second	71	12.6
Third	39	6.9
Fourth	16	2.8
Didn't have a choice	55	9.7
No answer	32	5.7
	565	100.0

TYPE OF ROOM

Single	182	32.2
Double	175	31.0
Triple	90	15.9
Quad	84	14.9
Quint	16	2.8
No answer	18	3.2
	565	100.0

ENJOYED LIVING IN HALL

Yes	470	83.2
No	22	3.9
Undecided	43	7.6
No answer	30	5.3
	565	100.0

LENGTH OF TIME LIVED IN RESIDENCE HALL, BY HALL

Hall	Both Sem. 1985-86 No.	%	Spring 1985-6 No.	%	Both Sem. 84-85 & 85-86 No.	%	2 Sem.1 Yr.& 1 Sem.Other No.	%	1 Sem. Both Yrs. No.	%	total No.	%
Augusta	11	85.			1	8.	1	8.			13	101.
Holy Cross	55	67.	5	6.	17	21.	3	4.	2	2.	82	100.
Le Mans	123	81.	3	2.	22	15.	3	2.			151	100.
McCandless	109	84.	2	2.	17	13.	2	2.			130	101.
Regina	122	74.	3	2.	36	22.	3	2.			164	100.
Total	420	78.	13	2.	93	17.	12	2.	2	0.	540	99.
No Answer											25	

Tables III through V show the relationship of type of room, choice of residence, and hall to "enjoyed" living in the hall.[1] The greatest correlation with "enjoyment" was the choice category of the residence group, 95 percent enjoying living in the hall if they are in their first choice and only 53 percent if in their fourth choice. For type of room, the lowest percent of

[1] In these and other tables it will be noted that numbers and percentages may vary because one or the other question being analyzed was not answered.

enjoyment was for those living in quints--73 percent versus 88 percent average. In Augusta Hall, all respondents reported "enjoyed" living there, with the next highest being Holy Cross (94%) but over 80 percent of students enjoyed each hall.

The relationship between "enjoying" living in a hall and choosing to live there again next year is shown in Table VI. It is evident that there is little relationship between enjoying living in a dorm and definitely desiring to live there again. The popularity of the halls can be judged by these responses. For example, only 10-14 percent definitely want to live in Regina or McCandless again and 42-36 percent definitely do not. But 56 percent of Le Mans residents definitely would like to live there again and only 5 percent definitely do not. It seems apparent that the student culture has assigned priorities to living in certain dorms which is difficult to alter.

TABLE III

ENJOYED LIVING IN HALL, BY TYPE OF ROOM

Type of Room	Yes No.	Yes %	No No.	No %	Undecided No.	Undecided %	Total No.	Total %
Single	154	85.	9	5.	18	10.	181	100.
Double	156	92.	5	3.	8	5.	169	100.
Triple	77	87.	4	4.	8	9.	89	100.
Quad	72	89.	3	4.	6	7.	81	100.
Quint	11	73.	1	7.	3	20.	15	100.
	470	88.	22	4.	43	8.	535	100.
No answer							30	
							565	

TABLE IV

ENJOYED LIVING IN HALL, BY CHOICE OF ROOM

Choice	Yes No.	Yes %	No No.	No %	Undecided No.	Undecided %	Total No.	Total %
First	318	94.	3	1.	17	5.	338	100.
Second	61	86.	4	6.	6	8.	71	100.
Third	28	74.	3	8.	7	18.	38	100.
Fourth	8	53.	3	20.	4	27.	15	100.
No Choice	40	73.	6	11.	9	16.	55	100.
	455	88.	19	4.	43	8.	517	100.

TABLE V

ENJOYED LIVING IN HALL, BY HALL

Hall	Yes No.	Yes %	No No.	No %	Undecided No.	Undecided %	Total No.	Total %
Augusta	12	100.	0		0		12	100.
Holy Cross	75	94.	2	2.	3	4.	80	100.
Le Mans	134	89.	4	3.	12	8.	150	100.
McCandless	107	82.	8	6	15	12.	130	100.
Regina	142	87.	8	5.	13	8.	163	100.
Total	470	88.	22	4.	43	8.	535	

TABLE VI

DID ENJOY LIVING IN HALL (447 = 100%)
WOULD LIKE TO LIVE HERE AGAIN

	Yes	Probably	Neutral	Probably Not	No	Graduating	Number Answering
Augusta	64.					36.	11 100.
Holy Cross	33.	19.	13.	9.	24.	3.	70 101.
LeMans	56.	11.	7.	6.	5.	15.	126 100.
McCandless	14.	13.	21.	15.	36.	1.	105 100.
Regina	10.	8.	24.	15.	42.	1.	135 100.
Total	129 29.	52 12.	72 16.	49 11.	117 26.	28 6.	447 100.

TABLE VII

WOULD LIKE TO LIVE IN HALL AGAIN NEXT YEAR, BY TYPE OF ROOM

	Yes		Yes,Prob.		Neutral		Prob. Not		No		Graduating		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Single	25	15.	14	8.	27	16.	17	10.	76	45.	9	5.	166	99.
Double	48	30.	20	12.	24	15.	16	10.	45	28.	8	5.	161	100.
Triple	17	20.	13	15.	12	14.	17	20.	22	25.	6	7.	87	101.
Quad	40	51.	6	8.	9	12.	11	14.	8	10.	4	5.	78	100.
Quint	10	67.	1	7.	0		1	7.	3	20.	0		15	100.
	140	28.	54	11.	72	14.	62	12.	152	30.	27	5.	507	100.

TABLE VIII

WOULD LIKE TO LIVE IN HALL AGAIN NEXT YEAR, BY HALL AND TYPE OF ROOM

	Yes		Yes,Prob.		Neutral		Prob. Not		No		Graduating		Total
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
Augusta													
Single	5	71.	0		0		0		0		2	29.	7
Double	1	50.	0		0		0		0		1	50.	2
Quad	1	50.	0		0		0		0		1	50.	2
Holy Cross													
Single	0		1	33.	1	33.	0		0		1	33.	3
Double	8	18.	9	20.	7	16.	4	9.	15	34.	1	2.	44
Triple	4	57.	1	14.	1	14.	0		1	14.	0		7
Quad	13	62.	2	10.	3	14.	2	10.	1	5.	0		21
Quint	6	75.	1	12.5	0		0		1	12.5	0		8
Le Mans													
Single	4	44.	1	11.	1	11.	0		0		3	33.	9
Double	34	56.	6	10.	7	11.	3	5.	5	8.	6	10.	61
Triple	10	38.	5	19.	2	8.	4	15.	1	4.	4	15.	26
Quad	26	74.	3	9.	1	3.	0		2	6.	3	9.	35
Quint	4	57.	0		0		1	14.	2	29.	0		7
McCandless													
Single	1	7.	1	7.	2	13.	3	20.	7	47.	1	7.	15
Double	9	16.	6	11.	12	21.	7	13.	21	37.	1	2.	56
Triple	4	10.	7	18.	11	27.	1	3.	17	42.	0		40
Quad	1	6.	1	6.	2	13.	7	44.	5	31.	0		16
Quint	0		0		0		0		0		0		0
Regina													
Single	15	11.	11	8.	25	19.	14	10.	69	51.	1	1.	135
Double	0		0		4	44.	2	22.	2	22.	1	11.	9
Triple	0		0		1	17.	2	33.	3	50.	0		6
Quad	0		0		4	50.	2	25.	2	25.	0		8

TABLE IX

WOULD LIKE TO LIVE IN THE HALL AGAIN NEXT YEAR, BY CLASS YEAR

Hall	Yes		Probably		Neutral		Probably Not		No		Graduating		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%
Augusta														
Jr.	1	100.											1	100.
Sr.	6	60.									4	40.	10	100.
	7	64.									4	36.	11	100.
Holy Cross														
Fr.	16	84.	2	11.					1	5.			19	100.
So.	12	57.	5	24.	3	14.			1	5.			21	100.
Jr.	7	16.	6	14.	8	19.	6	14.	16	37.			43	100.
Sr.	0		1	25.	1	25.			1	25.	2	50.	4	100.
	35	40.	14	16.	12	14.	6	7.	18	21.	2	2.	87	100.
Le Mans														
Fr.	41	85.	3	6.	3	6.	1	2.	0				48	99.
So.	14	48.	3	10.	4	14.	3	10.	5	17.			29	99.
Jr.	20	56.	6	17.	3	8.	3	8.	4	11.			36	100.
Sr.	4	14.	3	11.	1	4.	1	4.			19	68.	28	101.
	79	56.	15	11.	11	8.	8	6.	9	6.	19	13.	141	100.
McCandless														
Fr.	14	18.	13	17.	21	27.	14	18.	16	20.			78	100.
So.	1	3.	0		4	12.	2	6.	27	79.			34	100.
Jr.	0		1	9.	2	18.	2	18.	6	55.			11	100.
Sr.	0		0		0		1	33.			2	67.	3	100.
	15	12.	14	11.	27	21.	19	15.	49	39.	2	2.	126	100.
Regina														
Fr.	11	13.	7	8.	16	19.	10	12.	39	47.			83	99.
So.	4	6.	2	3.	15	22.	9	13.	39	57.			69	101.
Jr.	0		2	29.	4	57.	1	14.	0				7	100.
Sr.	0		0		0		0		0		2	100.	2	100.
	15	9.	11	7.	35	22.	20	12.	78	48	2	1.	161	99.
Grand Total	151	29.	54	10.	85	16.	53	10.	154	29.	29	6.	526	100.
No answer													39	
													565	

Tables VII through IX analyze other factors which might be related to desiring to live in a hall again. Table VII shows that the highest percent of those wanting to live in a hall again were those in quads and quints (small number, however). Table VIII shows the preference to stay in the hall by type of room and by residence. This crosstab shows again the preference for certain dorms regardless of type of room occupied, with all those in singles not wanting to live in the hall again being in Regina and McCandless. Those occupying doubles in Holy Cross and McCandless were not inclined to choose the hall again while those in doubles in Le Mans were. Table IX analyzes the propensity to stay in a hall by class year. Almost all freshmen in Holy Cross and Le Mans and a high proportion of sophomores definitely or probably would like to live there again. Over half of Regina freshmen definitely or probably do not want to live there again and 38 percent of McCandless freshmen do not want to continue there. However, that leaves a farily high proportion, especially in McCandless, who either want to remain in the hall or are neutral. A high proportion of sophomores in these two dorms do not want to stay, though.

Whether the mixing of classes in the dorms has had any effect on enjoying or wanting to stay in a dorm (or on scale scores) cannot be determined since this instrument was not administered prior to the changes.

SUB-SCALE SCORES

This section is concerned with the description and analysis of scores of respondents on the ten sub-scales described earlier. Some of the tables and all the graphs show comparison with a norm. The means and standard deviation of 168 living groups were used to construct the standard scores. The 168 units included residence halls from sixteen colleges and universities as follows: two private women's colleges, three private co-educational colleges, two state colleges, five state universities and two private co-educational universities. The types of units included: 32 women's residences integrated by class, 23 men's residences integrated by class, 37 co-ed residences integrated by class, 6 upperclasswomen's dorms, 4 freshman women's halls, 16 fraternities and several other mixed halls. They ranged in size from 20 to more than 300 students. Norms were not provided separately for the women"s residences so comparisons are with the entire 168 living group means.

All Respondents for Saint Mary's

Table X shows the mean scores on the scales by residence hall and total and converted to standard scores based on the norms of 168 living groups. Overall when comparing Saint Mary's standard scores with the norm groups on the two relationship dimensions, the SMC environmental press toward "involvement" is slightly above the mean while that for "support" is two-thirds of one standard deviation above the mean.

The highest standard scores for Saint Mary's are in the personal development dimension--"traditional social orientation" and "competition," both

TABLE X

Hall	Mean URES Raw Scale Scores, By Residence						Mean - Norm of 168 Resid. Groups	URES Standard Scores, By Residence						
	Aug.	H.C.	LeM.	McC.	Reg.	Total		Aug.	H.C.	LeM.	McC.	Reg.	Total	
No.	14	94	154	131	172	565								
Scales														
Involvement	7.0*	6.1	6.4	6.0	6.4	6.26	5.97	55.0	50.6	52.4	50.0	52.4	51.8	Relationship
Support	7.9*	7.4	6.9	7.1	7.4	7.21	6.32	62.2	58.2	54.2	55.8	58.2	56.6	Dimension
Independence	5.1*	2.3	2.7	2.9	2.9	2.81	5.27	48.0	22.0	26.0	28.0	28.0	27.0	
Trad.Social Orientation	5.1	6.3	6.1	6.2	6.5*	6.25	3.86	58.6	66.4	64.8	65.6	68.0	66.4	Personal
Competition	1.9	4.2*	4.2*	4.1	3.9	4.02	2.71	38.8	69.8	69.8	68.4	65.8	67.0	Development
Acad.Achieve.	5.7	6.4*	6.1	5.4	5.5	5.78	4.99	55.6	61.2	58.8	53.2	54.0	56.4	Dimension
Intellectual.	5.9*	4.7	4.9	4.4	4.5	4.64	4.46	65.0	52.0	54.0	49.0	50.0	51.4	
Order & Org.	6.5	7.4	7.7*	7.7*	7.6	7.59	4.69	61.0	65.4	67.2	67.2	66.6	66.5	System
Stud.Infl.	5.7*	4.3	3.9	3.8	3.7	3.89	5.29	52.6	43.8	41.4	40.8	40.2	41.4	Dimension
Innovation	5.4*	3.5	3.8	4.0	4.2	3.95	5.42	50.0	33.0	40.8	37.0	39.0	42.0	

*Highest score in the scale.

NOTE: Raw scores for Traditional Social Orientation, Competition, Academic Achievement, and Intellectuality have only 2 items in the scale; all the others have 10 items.

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about the average; a score of 60 would mean that our average is about 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

of which are over one standard deviation above the norm group mean. "Intellectuality" is slightly above the mean and "academic achievement" is about two-thirds of a standard deviation above the mean. The lowest standard score is on "independence," which is over two standard deviations below the mean.

Before examining the "system" dimension scales, some analysis of the above findings seems pertinent. First, as a number of studies have shown college settings have some influence on differential changes, but students tend to create or find settings which help them maintain or accentuate preferred characteristics. This affect at Saint Mary's will be seen when the differences between Augusta Hall and other halls are examined. As mentioned earlier, living group environment can also re-inforce or counter the impact of other college efforts.

Figure 1 shows the profile for all Saint Mary's graphically. Figure 2 shows profiles developed in Moos's research for what he termed "relationship oriented" units. The SMC profile has also been plotted on this graph. It will be noted that while Saint Mary's shows some characteristics of both, it has a more balanced environment with regard to "academic achievement" and "intellectuality," both of the standard scores being above average compared to below average scores in the comparison group.

The low score on "Independence" and the high one on "competition" need some exploration. The "Independence" scale measures not the amount of independence granted in the hall, but rather the degree to which students are guided by the social conventions of the dorm and seek approval or help of others rather than making their own decisions. The longitudinal study of SMC seniors in Spring, 1986, showed a below average mean on the Peer

FIGURE 1

SOCIAL CLIMATE SCALE PROFILE OF ALL RESPONDENTS - SAINT MARYS

CHECK SCALE USED: CES__ WAS__ COPES__ URES X CIES__ MCEI__ WES__ FES__ GES__

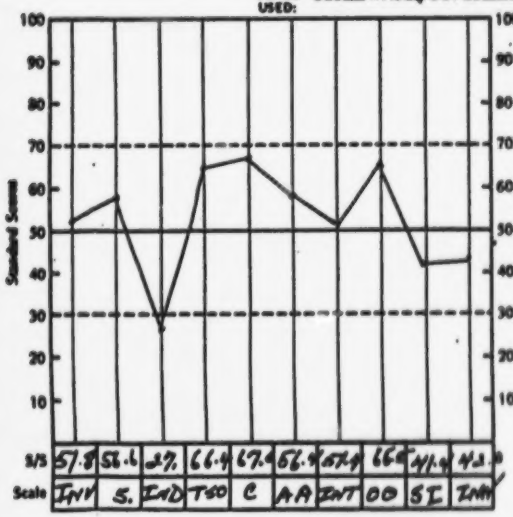
CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUPS

DATE

OTHER

COMMENTS:



S/S	57.8	58.6	27.	66.4	67.4	65.4	67.4	66	41.4	43
Scale	INV	S.	IND	T&O	C	AA	INT	OO	SI	INN

Scales Developed by Rudolf H. Moos and associates.
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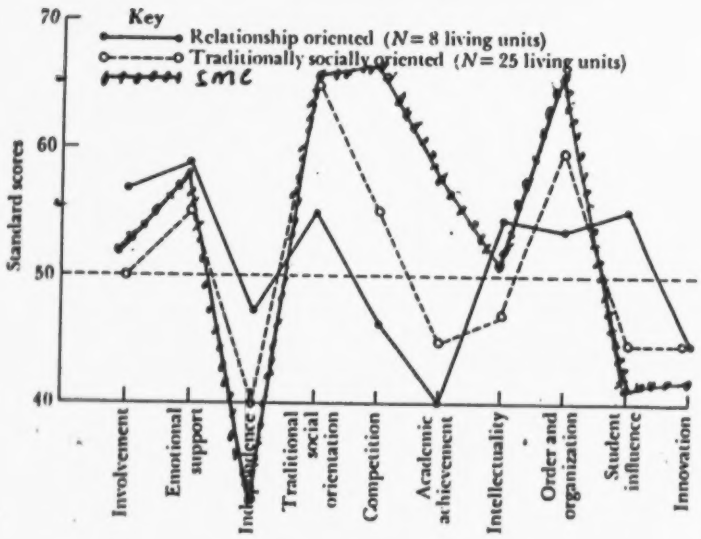
FIGURE 2
(From Moos, Op. Cit., p. 55)

Mean URES Form R Profiles for Relationship Oriented and Traditionally Socially Oriented Clusters



SOCIAL CLIMATE SCALE PROFILE OF AUGUSTA HALL N=14

CHECK SCALE USED: CES__ WAS__ COPES__ URES X CIES__ MCEI__ WES__ FES__ GES__

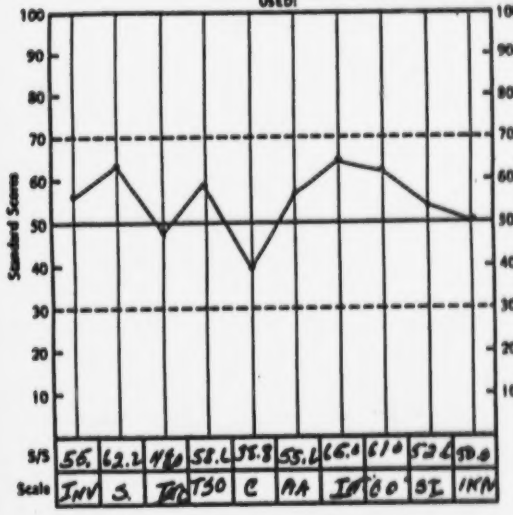
CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUP

DATE FEB - MARCH, 1986

OTHER

COMMENTS:



S/S	56.	62.2	46.0	58.6	55.8	55.6	66.0	61.0	52.6	50.0
Scale	INV	S.	IND	T&O	C	AA	INT	OO	SI	INN

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FIGURE 3

SOCIAL CLIMATE SCALE PROFILE OF LE MANS HALL N= 154

CHECK SCALE USED: CES__ WAS__ COPES__ URES X CIES__ MCEI__ WES__ FES__ GES__

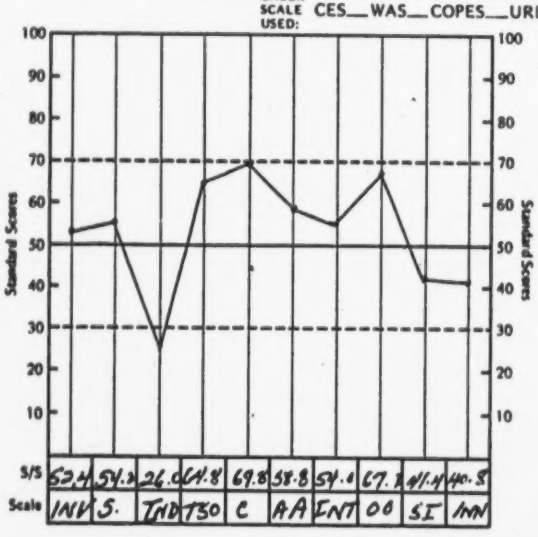
CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUP

DATE Feb - March, 1986

OTHER

COMMENTS:



S/S	52.4	54.2	26.0	64.8	69.8	58.8	54.0	67.2	41.4	40.8
Scale	INV	S.	IND	T&O	C	AA	INT	OO	SI	INN

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FIGURE 4

Independence scale (at the 34th percentile).[1] These two studies support the finding that there is a great deal of peer dependence at Saint Mary's.

Some scale correlations will help to clarify inter-relationship of types of environmental press.

TABLE XI
CORRELATION OF CERTAIN SCALES

Involvement with Support (both Relationship Dimensions)	+.63*
Independence with Support	-.33*
Traditional Social Orientation with Competitive	+.21*
Academic Achievement with Competitive	-.12*
Academic Achievement with Traditional Social Orientation	-.11*
Support with Traditional Social Orientation	-.04(NS)
Support with Academic Achievement	+.34*

*Significant at .01 level.

It will be noted in Table XI that there is a negative relationship between "independence" and "support." Most Saint Mary's students value the atmosphere of care and concern (support) here; the two dimensions run counter to each other, though there may be ways to encourage greater peer independence without losing "support."

The correlations also help clarify the "competition" score. There is a positive correlation between "traditional social orientation" and "competition," but a negative one between "academic achievement" and "competition" indicating the competitive environment is related to the social area, not so much the academic. There is also a positive correlation between "academic achievement" and "support" but a slightly negative one between "traditional social orientation" and "support," re-inforcing the conclusion that the press of competition is found primarily in the social area. There is a small negative correlation between "academic achievement" and "traditional social orientation," indicating that the press toward social activities tends to counter the press toward "academic achievement" as measured by this scale.

With regard to the "system dimension," the SMC standard score is almost 2 standard deviations above the mean on "order and organization" indicating an environment characterized by order, established procedures and where students know what is expected of them. The "student influence" score is about a standard deviation below the norm mean, indicating that students perceive that they have below average influence in hall government. The standard score for "innovation," which is designed to measure not only variety of new activities but also openness to change, is also about one standard deviation below the norm.

[1] See Institutional Research report "Longitudinal Study of Freshmen Entering in 1982 in their Senior Year," April 4, 1986.

FIGURE 5

SOCIAL CLIMATE SCALE PROFILE OF REGINA HALL N=122

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ X CIES__ MCEI__ WES__ FES__ GES__

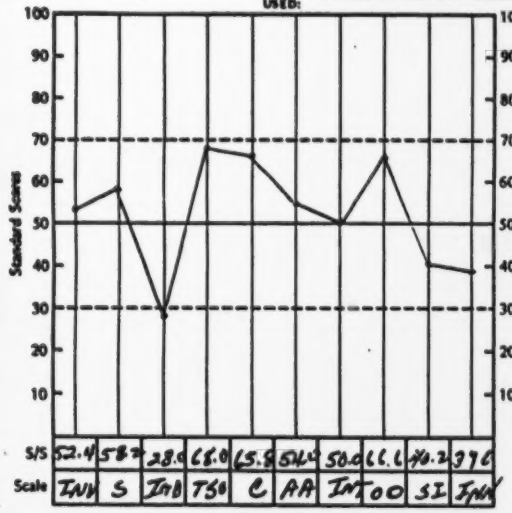
CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUP

DATE

OTHER

COMMENTS:



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SOCIAL CLIMATE SCALE PROFILE OF McCANDLESS HALL N=131

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ X CIES__ MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUP

DATE FEB.-MARCH, 1986

OTHER

COMMENTS:

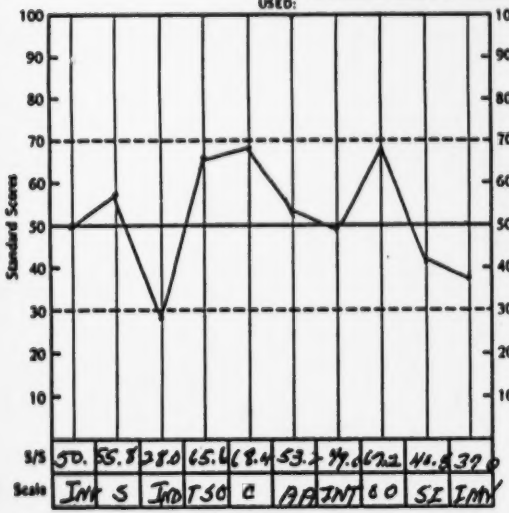

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FIGURE 6

FIGURE 7

SOCIAL CLIMATE SCALE PROFILE OF HOLY CROSS HALL N=94

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ X CIES__ MCEI__ WES__ FES__ GES__

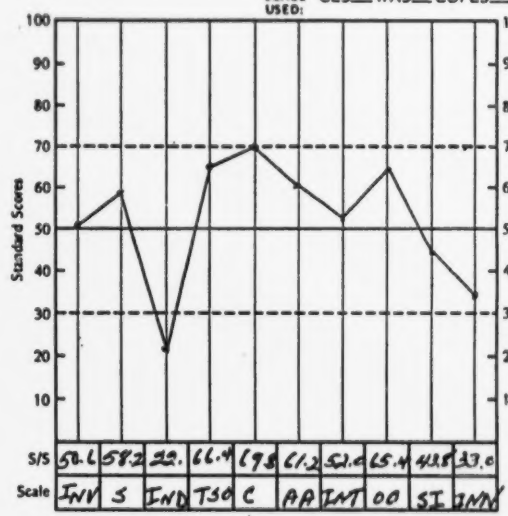
CIRCLE FORM USED: (R) S E I

NORM GROUP LIVING GROUP

DATE FEB-MARCH, 1986

OTHER

COMMENTS:



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SOCIAL CLIMATE SCALE PROFILE OF Freshmen and Seniors

CHECK SCALE USED: CES__ WAS__ COPES__ URES__ X CIES__ MCEI__ WES__ FES__ GES__

CIRCLE FORM USED: (R) S E I

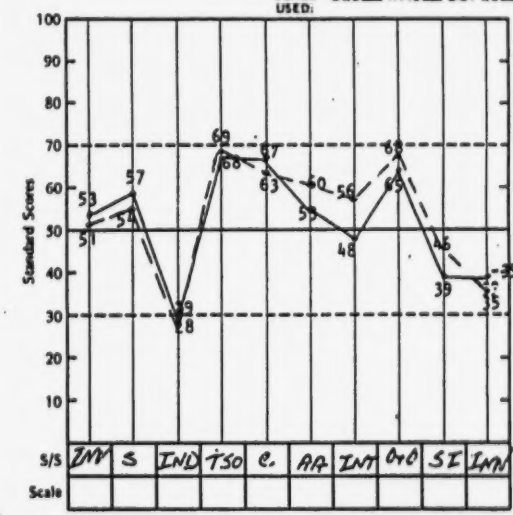
NORM GROUP LIVING GROUP

DATE FEB-MARCH 1986

OTHER

COMMENTS:

—— FRESH.
– – – SENIORS.



Scales Developed by Rudolf H. Moos and associates.
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FIGURE 8

SCORES FOR HALLS

An analysis of the scores for each residence hall shows that Augusta Hall, a small upper class hall which is self-selected and self-governed, has a very different profile from the other halls. It has the highest scores of all halls for "involvement," "support," "independence," "intellectuality," "student influence," and "innovation," while the "competition" and "traditional social orientation" scores are the lowest. Figures 3 and 4 contrast the Augusta profile with Le Mans, the largest hall which also has a high proportion (above half the sample) of upperclassmen. Le Mans has a very high score on "competition" and "traditional social orientation." The "academic achievement" score is 3 points higher than for Augusta, but Augusta's score on "intellectuality," (intellectual and cultural discussions and interests) is 11 points higher than that of Le Mans. Thus, there is a real contrast in the environment of the two halls.

Figures 5, 6 and 7 contrast Regina, McCandless, and Holy Cross Halls. While there are some differences in individual scale scores, it will be noted that the profiles are very similar and much like the profile for all Saint Mary's. It will be noted that after Augusta, Regina Hall has the highest scores on the "involvement" and "support" scales, which are important environmental factors for freshmen who comprise over half the residents there.

SCORES FOR CLASSES

Because of the possible relationship of scores to class year of students, Table XII and Figure 8 show mean and standard scores by class year. Freshmen and Juniors have the highest scores on the "involvement"

TABLE XII

	Mean Scale Scores, By Class Year					Standard Scores, By Class Year				
	Fresh. (239)	Soph. (156)	Junior (102)	Senior (61)	Total	Fresh.	Soph.	Junior	Senior	Total
Involvement	6.5*	5.9	6.5*	6.1	6.3	53.0	49.6	53.0	50.6	51.8
Support	7.3	7.1	7.4*	6.9	7.2	57.4	55.8	58.2	54.2	56.6
Independence	3.05*	2.6	2.5	2.9	2.8	29.4	25.0	23.0	28.0	27.0
Trad.Soc.Orient.	6.5	6.3	6.0	6.7*	6.3	68.0	66.4	64.0	69.2	66.4
Competition	4.0	4.3*	4.0	3.7	4.0	67.0	71.2	67.0	63.4	67.0
Acad.Achievement	5.4	5.7	6.5*	6.2	5.8	53.2	55.6	62.0	59.6	56.4
Intellectuality	4.3	4.8	5.0	5.1*	4.7	48.0	53.0	55.0	56.2	52.0
Order & Org.	7.3	7.8	7.9*	7.9*	7.6	64.8	67.8	68.4	68.4	66.5
Stud.Influence	3.5	4.0	4.3	4.6*	3.9	39.0	42.0	43.8	45.6	41.4
Innovation	4.2*	3.7	3.9	3.8	4.0	39.0	34.6	36.2	35.4	42.0

*Highest score in scale.

NOTE: Raw scores for Traditional Social Orientation, Competition, Academic Achievement, and Intellectuality have only 9 items in the scale; all the others have 10 items.

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about average; a score of 60 would mean that our average is about 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

and "support" factors. Juniors have the highest scores on the "academic achievement" factor and the lowest on "traditional social orientation" factor, which is highest for seniors. It should be noted that there is an increase each year on the "intellectuality" factor, which would indicate some press to growth in this area through the years. Juniors and seniors seem to feel the press of a structured environment more than freshmen, but also perceive greater "student influence" (although still below average), which would seem quite logical.

Figure 8 plots standard scores for freshmen contrasted with seniors. The profiles are very similar, but freshmen perceive the "relationship" dimension to be stronger, while seniors feel a greater press toward "academic achievement" and "intellectuality." Both classes have high scores on "traditional social orientation" and "competition."

SCALE SCORES RELATED TO OTHER FACTORS

Choice Category and Enjoyed Living in Hall. Table IV showed that the choice category of the living group was related to the response of "enjoyed" living in the hall, except that "no choice" had about the same percentage as "third" choice. Table XIII shows that students in "first choice" living groups and who enjoyed living there tended to perceive their environment as encouraging involvement and as supportive while those in "fourth choice" living situations and those who were "undecided" or did not enjoy it rated those two factors lower and "independence" higher. This would tend to support the previous suggestion that most SMC students prefer the "supportive" to "independent" living environment. "First choice" and "enjoyed" groups also had higher scores on "academic achievement" and "intellectuality" while "fourth choice" and "undecided" about enjoyment had low scores on these factors. Those who "did not enjoy" living in the hall or were "undecided" had higher scores on "traditional social orientation" and "competition" than those who "enjoyed" living there, suggesting that a change in the perception of the environment from a competitive social press to greater academic and intellectual press might be acceptable, though all these perceptions are influenced by the interaction of personal goals and environment.

TABLE XIII

	Mean URES Raw Scale Scores, By Choice Category						Mean URES Raw Scale Scores, By Enjoyed Living in Hall			
Hall	1st	2nd	3rd	4th	None	Total	Yes	No	Undecided	Total
No.	351	71	38	16	55	531	470	22	43	535
Percent	66.1	13.4	7.1	3.0	10.4	100.0	87.9	4.1	8.0	100.0
Scales										
Involvement	6.5*	6.2	4.9	5.3	6.1	6.3	6.5*	4.3	4.7	6.2
Support	7.3*	7.2	6.7	6.0	7.0	7.2	7.5*	5.2	5.3	7.2
Independance	2.8	2.7	2.5	3.4*	2.7	2.8	2.8	3.0	3.3*	2.8
Trad.Social Orientation	6.2	6.2	5.9	6.0	6.8*	6.3	6.2	6.5	6.7*	6.3
Competition	4.0	3.9	4.7*	4.25	4.0	4.0	3.9	5.0*	4.9	4.0
Acad.Achieve.	5.9*	5.7	5.4	5.3	5.6	5.8	5.9*	5.3	4.7	5.8
Intellectual.	4.8*	4.3	4.3	4.4	4.3	4.7	4.7*	4.4	3.5	4.6
Order & Org.	7.6	7.8*	7.3	7.75*	7.7	7.6	7.7*	6.9	7.2	7.6
Stud.Infl.	3.9*	3.9*	3.7	3.75	3.8	3.9	3.9	4.0*	3.4	3.9
Innovation	4.0	4.0	3.5	4.1*	3.4	3.9	4.0*	3.6	3.1	3.9

*Highest scores in each scale

Hall and Class Year, Room Type. The next two tables analyze scores by hall and the class year of residents, and hall and the type of room. (Tables XIV and XV). Although Augusta Hall data are on the tables, they are not discussed because of the unique nature of the dorm and small numbers. The analysis by class year was designed to see if certain halls presented a different environment for different clasees. Because some halls had few respondents in some classes, care must be used in interpreting those scores. In Holy Cross Hall, juniors had the most favorable perception of the "relationship" dimension, "academic achievement" and "intellectuality," "student influence" and "innovation," while they had low scores on "traditional social orientation," and "competition." Freshmen had low scores on the "relationship" dimension when compared to freshmen in other halls.

In Le Mans Hall, freshmen had high scores on "involvement" and "support," but also a press toward "traditional social orientation" and "competition." Compared to others in that hall their scores on "academic achievement" and "intellectuality" were low, although they were about the same as freshmen in Regina and McCandless. Thus the greater proportion of upper class women in Le Mans did not apparently affect these environmental factors for freshmen.

For McCandless and Regina halls, where there are few upper class women, the "relationship" dimension was high, especially compared to Holy Cross, and the "independence" score for freshmen was higher than for the other two dorms having lower class students. The "traditional social orientation" score for freshmen was highest for Regina and Le Mans. Competitive pressure seemed to be experienced to a higher degree by sophomores than for freshmen in Regina and especially McCandless.

With regard to room type, singles in Regina provided an environment encouraging involvement and support at about the same high level as doubles in Holy Cross and Le Mans and triples in McCandless. Other singles (and doubles in McCandless) were not as effective in this area. Except for Le Mans, where those in singles scored highest (followed closely by doubles), residents in multiple-occupant rooms had the highest scores within the dorm on the "academic achievement" factor (quints & doubles in Holy Cross, triples in McCandless and Regina), although not all multiple-occupant rooms had this affect. Multiple-occupant rooms also seemed to facilitate the "intellectuality" factor for some, with the highest scores being for doubles in Holy Cross, quints and doubles in Le Mans, and quads in Regina. The data do not provide basis for generalizations about single versus doubles versus triples, etc., except for some specifics as noted above.

Scores Within RA Sections. Tables have been prepared showing scores for each RA's section by residence hall and with a further breakdown by class scores within the RA sections. These are being provided to the Director of Residence Life for analysis and discussion with each dorm director and possibly RA's. These tables, along with the coding of RA names, are included in an appendix which is not being generally distributed but which is available in the Institutional Research office for review. These breakdowns show that some sections are more effective than others in providing environments which are supportive of goals of the college in both the personal and academic areas. Differences may be due to poor survey response rate (not representative), the members of the section themselves, who bring their own goals to the living situation, or to RA influence.

TABLE XIV

MEAN SCALE SCORES BY RESIDENCE HALL AND CLASS YEAR

Hall & Class Year Of Respondent	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
Augusta Hall	14	7.0	7.9	5.1	5.1	1.9	5.7	5.9	6.5	5.7	5.4
Freshman	0										
Sophomore	0										
Junior	1	5.0	9.0*	7.0*	5.0	0.0	6.0*	8.0*	8.0*	6.0*	5.0
Senior	13	7.2*	7.8	4.9	5.2*	2.1*	5.7	5.7	6.4	5.7	5.4
Holy Cross Hall	91	6.1	7.4	2.3	6.4	4.2	6.5	4.8	7.4	4.2	3.5
Freshman	20	5.7	6.5	2.9*	6.4	2.9	6.45	4.15	7.0	3.8	3.4
Sophomore	21	6.0	7.0	2.0	7.0	5.1	6.0	4.4	7.0	4.3	2.8
Junior	45	6.4*	8.1*	2.2	6.0	4.2	6.7*	5.3*	7.6	4.5*	3.9*
Senior	5	5.4	6.4	2.0	7.4*	5.4*	6.2	4.0	8.6*	3.6	2.4
LeMans Hall	153	6.3	6.9	2.7	6.2	4.3	6.1	4.9	7.7	3.9	3.8
Freshman	51	6.7*	7.4*	2.7	6.7*	4.9*	5.4	4.5	7.3	3.5	3.9
Sophomore	29	6.0	6.2	3.1*	6.4	3.7	6.3	5.7*	7.7	3.8	4.2*
Junior	37	6.7*	7.0	2.6	5.8	4.0	6.7*	4.8	8.1*	4.1	3.6
Senior	36	5.7	6.5	2.6	5.5	4.1	6.5	5.1	8.1*	4.3*	3.4
McCandless Hall	129	6.0	7.1	2.8	6.1	4.1	5.4	4.4	7.7	3.8	4.1
Freshman	79	6.2*	7.2*	3.1*	6.3*	4.0	5.4	4.3	7.6	3.5	4.2*
Sophomore	34	5.6	7.2*	2.4	5.8	4.8*	5.3	4.7*	7.6	4.3	4.1
Junior	12	6.2*	6.3	2.5	6.3*	3.75	5.9*	4.2	8.25	4.1	3.7
Senior	4	4.75	5.75	2.0	5.75	2.0	5.0	3.75	8.75*	4.75*	3.3
Regina Hall	171	6.4	7.4	2.9	6.5	3.9	5.5	4.5	7.6	3.7	4.2
Freshman	89	6.7	7.4	3.2*	6.7	3.7	5.2	4.3	7.1	3.4	4.6
Sophomore	72	5.9	7.4	2.7	6.2	4.0	5.6	4.6	8.1	3.8	3.5
Junior	7	6.9	6.9	2.8	6.3	3.9	5.7	4.4	8.3	4.4	5.1*
Senior	3	9.3*	10.0*	0.3	7.0*	4.3*	7.7*	6.7*	10.0*	5.0*	5.0
TOTAL	558	6.3	7.2	2.8	6.3	4.0	5.8	4.7	7.6	3.9	4.0

*Highest score for each hall on each scale.

TABLE XV

MEAN SCALE SCORES BY RESIDENCE HALL AND ROOM TYPE

Residence and Room Type	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
Augusta	12	7.0	7.75	5.2	5.25	2.0	5.6	5.75	6.0	5.75	5.7
Single	8	7.25	7.5	5.1	5.4	1.6	5.75	5.6	5.25	5.9	5.4
Double	2	6.0	7.0	5.0	6.5*	4.0*	4.5	4.5	6.0	5.5	6.5
Triple	1	9.0*	10.0*	4.0	2.0	3.0	6.0*	7.0	10.0*	5.0	7.0*
Quad	1	5.0	9.0	7.0*	5.0	0.0	6.0*	8.0*	8.0	6.0*	5.0
Holy Cross	89	6.0	7.4	2.3	6.3	4.2	6.4	4.7	7.4	4.2	3.4
Single	4	4.25	5.5	2.3	7.75*	5.75*	6.5	3.25	8.25*	3.75	1.75
Double	45	6.6*	8.0*	2.3	6.0	4.3	6.7	5.1*	7.9	4.3	3.6
Triple	9	5.1	7.1	2.4	6.1	4.6	4.7	3.8	6.7	4.4*	3.9*
Quad	22	6.2	7.4	2.0	6.5	4.3	5.8	4.9	6.9	4.1	3.3
Quint	9	3.8	5.2	3.0*	7.0	2.3	7.0*	3.8	6.2	4.2	3.0
LeMans	151	6.4	6.9	2.7	6.2	4.2	6.1	4.9	7.8	3.9	3.8
Single	12	6.1	6.75	2.4	7.0*	4.1	7.0*	4.9	8.25*	3.9	3.75
Double	61	6.7*	7.2	2.8*	5.9	3.8	6.5	5.4	8.2	4.1*	3.9
Triple	34	5.7	6.1	2.6	5.7	4.1	5.8	4.5	7.5	4.0	3.4
Quad	37	6.5	7.0	2.8*	6.6	5.3*	5.5	4.2	7.0	3.5	3.8
Quint	7	6.1	8.0*	2.7	6.5	3.7	6.1	6.1*	7.7	3.0	4.6*
McCandless	130	6.0	7.1	2.9	6.2	4.1	5.4	4.3	7.7	3.8	4.1
Single	17	5.6	6.4	2.5	6.1	3.6	5.5	3.9	8.5*	4.1*	3.8
Double	57	5.8	7.1	3.2*	6.2*	4.1	5.3	4.4*	7.6	3.7	4.1
Triple	40	6.6*	7.75*	2.8	6.1	4.15	5.6*	4.4*	7.25	3.8	4.3*
Quad	16	5.4	6.2	2.4	6.1	4.2*	4.9	4.4*	8.1	3.7	3.4
Regina	165	6.4	7.4	2.9	6.5	3.9	5.5	4.5	7.6	3.6	4.1
Single	141	6.6*	7.5*	2.9	6.5	4.0*	5.4	4.4	7.5	3.6	4.1
Double	10	5.8	7.4	3.0	6.9*	3.5	5.6	4.5	8.5	4.0*	5.2*
Triple	6	3.8	7.2	3.2*	4.7	3.5	6.3*	4.7	9.0*	4.0*	3.2
Quad	8	5.6	7.0	2.5	6.1	3.6	5.9	5.6*	7.5	3.6	4.0
TOTAL	547	6.2	7.2	2.8	6.3	4.0	5.8	4.6	7.6	3.9	3.9

*Highest score on each scale in each hall.

SUMMARY AND CONCLUSION

This survey shows that in terms of the scale definitions, overall residence life at Saint Mary's provides an environment slightly above average on "involvement" and higher than that on "support," a dimension frequently mentioned in student/graduate surveys as an "atmosphere of care and concern." In the personal growth area, the results show a high emphasis on traditional social activities and on competition, which correlations indicate is associated more with the social life dimension than academic. The environmental press toward academic achievement is above average and toward intellectuality is slightly above average. The fact that these two factors are above average provides a counterbalance to the stress on social which was not found in some of Moos's studies of other colleges high on social and relationship. However, while the environment must provide opportunities for maturing socially, there might be exploration of ways in which the residential environment could be strengthened in the intellectual versus the social press.

The press toward "independence" with relation to peers was found to be quite low. This factor tends to have a negative correlation with "support" and students who did not or were undecided whether they enjoyed living in a dorm had relatively high scores on "independence" and relatively low scores on "support." Therefore, while encouragement of greater peer independence would seem to be desirable, the "support" dimension would need to be maintained.

The system dimension scales indicate an environment high on order and organization but low on "student influence" and on "innovation." These findings would suggest that efforts might be directed toward raising the perception of student influence in their residence life.

The profiles of the various dorms were quite similar except for Augusta Hall which clearly fosters a different environmental press, due probably to the interaction of environment provided by the college with the goals of the students who select it.

APPENDIX I
RA'S, HALL AND NUMBER OF SURVEYS TURNED IN

Code	Le Mans	Students	Staff	Total
01	Lisa di Nero	14	1	15
02	Molly Galvin	13	0	13
03	Teresa Hardy	19	1	20
04	Anne Karnatz	26	1	27
05	Mary Miller/Monica Ragley	31	1	32
06	Karen Nicholas	11	1	12
07	Elizabeth Spraul	29	1	30
25	Stray RA's	0	6	6
	Regina			
09	Mary Cole	39	1	40
10	Laura Milligan	19	1	20
11	Heidi Cerneka	34	0	34
12	Amy Dimberio	38	1	39
13	Maureen Miller	38	1	39
	McCandless			
08	Debra Bryant/Elisa Cullins	16	2	18
14	Diana Chabot	30	1	31
15	Loretta O'Connell	23	1	24
16	Jolene Runger	26	1	27
17	Marguerite Tyrrell	29	1	30
	Holy Cross			
18	Carolyn Cutrara	0		0
19	Danita Early	14	1	15
20	Margaret Gray	25	1	26
21	Karen Hall	13	0	13
22	Jean Jankowski	12	1	13
23	Cindy Janus	15	1	16
24	Lisa Ullrich	10	0	10
	Augusta			
26		13	1	14

APPENDIX II

Hall	Mean URES Raw Scale Scores, RA's By Residence						Mean Scores of All Respondents
	Aug.	H.C.	LeM.	McC.	Reg.	Total	
No.	1	4	(6)* 12	7	4	28	565
Scales							
Involvement	7.0	6.0	(6.5) 5.8	7.3	9.75	6.79	6.26
Support	9.0	8.3	(6.3) 6.3	7.6	9.75	7.46	7.21
Independ.	5.0	1.0	(2.5) 2.5	2.1	1.25	2.11	2.81
Trad. Soc.Or.	1.0	7.3	(6.5) 6.6	5.7	6.25	6.21	6.25
Competition	0.0	5.8	(3.7) 4.3	2.4	3.75	3.79	4.02
Acad. Achieve.	6.0	6.8	(7.5) 7.3	6.7	8.00	7.11	5.78
Intellectual.	7.0	5.25	(4.8) 4.6	5.0	7.5	5.29	4.64
Order & Org.	7.0	8.5	(9.8) 9.1	9.0	9.75	9.00	7.59
Stud. Infl.	6.0	4.5	(5.3) 4.6	4.6	4.25	4.57	3.89
Innovation	7.0	1.8	(3.3) 3.5	4.0	5.50	3.79	3.95

*There were 6 RA's in LeMans whose sections were not included in sample of students. Scores in parenthesis are for the 6 RA's whose sections were included so that comparisons can be made with the section scores if desired.

APPENDIX III

Scales	Mean URES Raw Scores: RA 19 N=15	RA 20 N=26	Holy Cross RA 21 N=13	Holy Cross RA 22 N=13	Holy Cross RA 23 N=16	RA 24 N=10	Holy Cross Total N= 94	Augusta Total = 14	URES Standard Scores: RA 19 N=15	RA 20 N=26	Holy Cross RA 21 N=13	Holy Cross RA 22 N=13	RA 23 N=16	RA 24 N=10	Holy Cross Total N= 94	Augusta Total = 14
Involvement	5.9	6.7	4.2	6.4	6.6	6.0	6.1	7.0	49.6	53.8	40.8	52.4	53.4	50.0	50.6	55.0
Support	7.1	7.4	5.5	8.8	8.4	7.0	7.4	7.9	55.8	58.2	44.0	64.8	66.2	55.0	58.2	62.2
Independence	2.3	2.2	3.2	1.7	2.4	2.1	2.3	5.1	22.0	21.0	30.6	13.6	23.0	20.0	22.0	48.0
Trad.Soc. Orient.	6.3	6.0	6.4	6.1	6.3	7.2	6.3	5.1	66.4	64.0	67.2	64.8	66.4	72.2	66.4	58.6
Competition	4.9	3.9	3.4	3.6	4.6	5.4	4.2	1.9	79.6	65.8	59.6	62.2	75.4	86.6	69.8	38.8
Acad. Achieve.	6.0	6.8	6.5	6.9	6.1	6.1	6.4	5.7	58.0	65.0	62.0	66.0	58.8	58.8	61.2	55.6
Intellectual.	3.9	5.2	3.9	5.5	4.6	4.9	4.7	5.9	44.0	57.4	44.0	61.0	51.0	54.0	52.0	65.0
Order & Org.	7.3	7.0	6.5	8.1	7.9	7.8	7.4	6.5	64.8	63.0	61.0	69.6	68.4	67.8	65.4	61.0
Stud.Inf.	4.0	4.8	3.4	4.4	3.9	4.7	4.3	5.7	42.0	46.8	38.2	44.4	41.4	46.2	43.8	52.6
Innov.	3.8	4.2	2.8	3.0	3.0	3.8	3.5	5.4	35.4	38.0	26.0	28.0	28.0	35.4	33.0	50.0

NOTE: Raw scores for Traditional Social Orientation, Competition, Academic Achievement and Intellectuality have only 9 items in the scale; all the others have 10 items.

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about the average; a score of 60 would mean that our average is about 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

APPENDIX IV

Mean URES Raw Scores, Le Mans Hall

Scales	RA 1 N=15	RA 2 N=13	RA 3 N=20	RA 4 N=27	RA 5 N=32	RA 6 N=12	RA 7 N=30	RA's N=6	Total N=154
Involvement	7.2	8.5	6.8	5.3	6.1	6.0	6.4	5.0	6.4
Support	8.2	8.5	7.6	6.7	6.8	5.4	6.1	6.2	6.9
Independence	2.8	2.0	2.6	3.2	3.2	2.5	2.8	2.5	2.7
Trad.Soc. Orient.	6.3	5.8	7.4	4.7	6.7	6.8	6.3	6.7	6.1
Competition	4.1	3.8	4.2	3.3	4.6	5.4	4.2	4.8	4.2
Acad.Achievement	7.1	7.1	6.0	6.7	4.6	6.3	5.9	7.0	6.1
Intellec.	6.1	5.8	5.3	4.8	4.1	5.3	4.5	4.3	4.9
Order & Org.	8.6	8.9	8.4	7.7	6.1	6.9	8.2	8.3	7.7
Stud.Inf.	3.7	3.8	3.8	4.1	3.6	4.2	4.0	3.8	3.9
Innovation	4.3	4.1	3.9	3.4	3.9	3.6	3.5	3.7	3.8

NOTE: Raw scores for traditional Social Orientation, Competition, Academic Achievement and Intellectuality have only 9 items in the scale; all the others have 10 items.

URES Standard Scores, Le Man Hall

Scales	RA 1 N=15	RA 2 N=13	RA 3 N=20	RA 4 N=27	RA 5 N=32	RA 6 N=12	RA 7 N=30	RA's N=6	Total N=154
Involvement	56.0	63.0	54.2	46.8	50.6	50.0	52.4	45.0	52.4
Support	64.6	67.0	59.8	52.6	53.4	43.2	47.8	48.6	54.2
Independence	28.0	19.0	25.0	30.6	30.6	24.0	27.0	24.0	26.0
Trad.Soc. Orient.	66.4	62.8	73.4	55.6	69.2	69.8	66.4	69.2	64.8
Competition	68.4	64.6	69.8	58.2	75.4	86.6	69.8	78.2	69.8
Acad.Achievement	67.8	67.8	58.0	64.0	46.8	60.4	57.2	67.0	58.8
Intellec.	67.0	64.0	58.6	53.0	46.0	58.6	50.0	48.0	54.0
Order & Org.	72.6	74.4	71.4	67.2	58.6	62.8	70.2	70.8	67.2
Stud.Inf.	40.0	40.8	41.4	42.6	39.6	43.2	42.0	40.8	41.4
Innovation	40.0	38.0	36.2	32.0	36.2	33.8	33.0	34.6	40.8

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about the average; a score of 60 would mean that our average is about 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

APPENDIX V

Scales	Mean URES Raw Scores, McCandless Hall						URES Standard Scores, McCandless Hall					
	RA 8 N=18	RA 14 N=31	RA 15 N=24	RA 16 N=27	RA 17 N=30	Total N=131	RA 8 N=18	RA 14 N=31	RA 15 N=24	RA 16 N=27	RA 17 N=30	Total N=131
Involvement	6.4	6.4	6.4	4.7	6.0	6.0	52.4	52.4	52.4	43.2	50.0	50.0
Support	7.2	7.3	8.2	5.7	7.0	7.1	56.6	57.4	64.6	45.2	55.0	55.8
Independence	2.4	2.9	2.0	3.8	3.0	2.9	23.0	28.0	19.0	36.0	29.0	28.0
Trad.Soc.Orient.	5.8	5.9	5.8	6.5	6.6	6.2	62.8	63.4	62.8	68.0	68.6	65.6
Competition	4.3	3.7	4.0	4.1	4.1	4.1	71.2	63.4	67.0	68.4	68.4	68.4
Acad.Achieve.	6.6	5.1	5.6	4.8	4.8	5.4	63.0	50.8	54.8	48.4	48.4	53.2
Intellectuality	5.8	4.2	4.2	3.7	4.4	4.4	64.0	47.0	47.0	42.0	49.0	49.0
Order & Org.	8.2	7.2	8.4	8.2	6.8	7.7	70.2	64.2	71.4	70.2	62.2	67.2
Stud.Influence	4.1	4.0	4.2	2.8	3.8	3.8	42.6	42.0	43.2	33.8	40.8	40.8
Innovation	3.8	4.5	4.2	3.5	4.2	4.0	35.4	42.0	39.0	33.0	39.0	37.0

NOTE: Raw scores for Traditional Social Orientation Competition, Academic Achievement, and Intellectuality have only 9 items in the scale; all the others have 10 items.

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about the average; a score of 60 would mean that our average is about 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

APPENDIX VI

Scales	URES Raw Scores, Regina Hall						URES Standard Scores, Regina Hall					
	RA 9 N=40	RA 10 N=20	RA 11 N-34	RA 12 N=39	RA 13 N=39	Total N=172	RA 9 N=40	RA 10 N=20	RA 11 N=34	RA 12 N=39	RA 13 N=39	Total N=172
Involvement	6.4	5.3	6.1	5.8	7.9	6.4	52.4	46.8	50.6	49.2	58.4	52.4
Support	7.6	7.5	7.2	6.7	8.1	7.4	59.8	59.0	56.6	52.6	63.8	58.2
Independence	2.8	2.8	3.0	3.0	3.0	2.9	28.0	27.0	29.0	29.0	29.0	28.0
Trad.Soc.Orient.	6.5	5.7	6.8	6.5	6.4	6.5	68.0	62.2	69.8	68.0	67.2	68.0
Competition	3.7	3.3	3.7	4.5	3.8	3.9	63.4	58.2	63.4	74.0	64.6	65.8
Acad.Achieve.	6.3	6.2	5.1	4.9	5.1	5.5	60.4	59.6	50.8	49.2	50.8	54.0
Intellectuality	4.5	5.2	3.9	4.2	4.9	4.5	50.0	57.4	44.0	47.0	54.0	50.0
Order & Org.	7.2	8.4	7.1	7.9	7.8	7.6	64.2	71.4	63.6	68.4	67.8	66.6
Stud.Influence	3.9	4.0	3.9	3.1	3.6	3.7	41.4	42.0	41.4	35.8	39.6	40.2
Innovation	4.0	3.9	3.7	3.7	5.3	4.2	37.0	36.2	34.6	34.6	49.0	39.0

NOTE: Raw scores for Traditional Social Orientation, Competition, Academic Achievement and Intellectuality have only 9 items in the scale; all the others have 10 items.

NOTE: Standard scores are based on the means and SD of the 168 residence groups used in norming. The mean is converted to 50 with SD of 10. Thus a score near 50 means we are at about the average; a score of 60 would mean that our average is 1 SD above the mean while a score of 40 would indicate our mean is 1 SD below the mean.

APPENDIX VII

MEAN RAW SCORES FOR HOLY CROSS HALL, BY RA AND CLASS

RA and Class Year of Respondents	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
RA #19	12	5.8	7.0	2.0	6.75	5.0	6.2	4.3	7.25	3.8	3.9
Freshman	0										
Sophomore	5	5.6	5.6	1.2	7.0	5.8	4.4	4.6	6.4	3.8	3.8
Junior	5	7.2	9.0	2.6	6.4	4.2	7.2	4.4	7.8	3.6	5.2
Senior	2	3.0	5.5	2.5	7.0	5.0	8.0	3.5	8.0	4.5	1.0
RA #20	26	6.7	7.4	2.2	6.0	3.9	6.8	5.2	7.0	4.8	4.2
Freshman	8	8.0	7.6	2.25	6.25	2.6	6.9	4.75	8.25	4.5	4.5
Sophomore	4	7.0	7.5	3.0	6.5	4.5	6.75	5.75	5.75	5.5	3.5
Junior	14	5.9	7.2	2.0	5.8	4.4	6.8	5.2	6.7	4.9	4.1
Senior	0										
RA #21	13	4.2	5.5	3.2	6.4	3.4	6.5	3.9	6.5	3.4	2.8
Freshman	11	3.8	5.5	3.5	6.3	3.1	6.5	3.7	6.1	3.3	2.8
Sophomore	0										
Junior	1	9.0	8.0	1.0	6.0	3.0	7.0	8.0	8.0	5.0	4.0
Senior	1	4.0	4.0	3.0	6.0	3.0	6.0	2.0	9.0	3.0	2.0
RA #22	13	6.4	8.8	1.7	6.1	3.6	6.9	5.5	8.1	4.4	3.0
Freshman	0										
Sophomore	0										
Junior	12	6.1	8.75	1.75	6.1	3.6	7.1	5.3	7.9	4.5	2.8
Senior	1	10.0	10.0	1.0	6.0	4.0	5.0	7.0	10.0	3.0	5.0
RA #23	16	6.6	8.4	2.4	6.3	4.6	6.1	4.6	7.9	3.9	3.0
Freshman	0										
Sophomore	5	6.4	8.6	1.6	6.8	4.4	7.2	3.8	8.0	3.4	0.8
Junior	10	6.6	8.4	3.0	5.8	4.5	5.8	5.1	7.9	4.2	4.1
Senior	1	7.0	7.0	1.0	9.0	6.0	4.0	4.0	8.0	3.0	3.0
RA #24	10	6.0	7.0	2.1	7.2	5.4	6.1	4.9	7.8	4.7	3.8
Freshman	0										
Sophomore	7	5.4	6.7	2.1	7.4	5.6	5.7	4.0	7.3	4.7	3.1
Junior	3	7.3	7.7	2.0	6.7	5.0	7.0	7.0	9.0	4.7	5.3
Senior	0										

APPENDIX VIII
MEAN RAW SCORES FOR LE MANS HALL, BY RA AND CLASS

RA and Class Year of Respondent	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
RA #1	15	7.2	8.2	2.0	5.2	4.1	7.1	6.1	8.6	3.7	4.3
Freshman	0										
Sophomore	5	6.4	7.6	2.8	6.2	4.0	7.2	6.8	7.4	3.0	5.0
Junior	6	7.8	8.7	0.8	4.7	4.0	6.8	6.0	9.0	3.5	3.8
Senior	4	7.3	8.3	2.75	4.75	4.5	7.5	5.5	9.5	4.75	4.25
RA #2	13	8.5	8.5	1.8	5.8	3.8	7.1	5.8	8.9	3.8	4.1
Freshman	8	8.4	8.75	1.75	5.25	3.4	7.0	6.4	8.6	3.1	3.75
Sophomore	5	8.6	8.0	2.0	6.8	4.4	7.2	5.0	9.4	4.8	4.6
Junior	0										
Senior	0										
RA #3	20	6.8	7.6	2.6	7.4	4.25	6.0	5.3	8.4	3.8	4.0
Freshman	12	5.75	7.2	3.0	7.4	5.0	5.7	4.9	7.8	3.7	4.1
Sophomore	2	9.0	10.0	3.0	7.0	0	6.0	9.0	9.0	4.0	4.0
Junior	5	8.2	7.8	1.8	7.4	3.6	6.6	5.0	9.2	4.0	4.0
Senior	1	8.0	7.0	1.0	8.0	7.0	8.0	4.0	10.0	4.0	2.0
RA #4	27	5.3	6.7	3.2	4.7	3.3	6.7	4.8	7.7	4.1	3.4
Freshman	0										
Sophomore	0										
Junior	15	5.7	7.1	3.3	5.2	3.6	7.1	4.7	8.0	3.9	3.7
Senior	12	4.7	6.25	3.1	4.1	2.9	6.25	5.0	7.25	4.5	3.2
RA #5	31	6.0	6.7	3.2	6.7	4.8	4.6	4.1	6.2	3.6	3.9
Freshman	22	6.2	7.3	3.1	6.9	5.0	4.5	3.7	5.8	3.2	3.7
Sophomore	4	3.25	2.5	4.75	5.75	5.0	3.5	5.0	5.5	4.0	4.5
Junior	2	5.5	5.0	3.5	7.5	4.5	4.0	2.0	6.5	4.5	4.0
Senior	3	8.3	9.3	1.7	6.3	3.3	7.3	6.7	9.7	5.7	4.7
RA #6	12	6.0	5.4	2.5	6.8	5.4	6.3	5.3	6.9	4.25	3.6
Freshman	0										
Sophomore	1	2.0	1.0	5.0	7.0	8.0	9.0	6.0	5.0	5.0	4.0
Junior	4	6.25	5.0	3.25	6.5	4.5	6.25	4.25	5.5	5.0	3.75
Senior	7	6.4	6.3	1.7	7.0	5.6	6.0	5.9	8.0	3.7	3.4
RA #7	30	6.4	6.1	2.8	6.3	4.2	5.9	4.5	8.2	4.0	3.5
Freshman	10	7.6	6.9	2.0	6.5	5.5	5.4	4.0	8.7	4.4	4.2
Sophomore	12	5.6	6.0	3.0	6.4	3.0	6.25	5.1	7.8	3.5	3.7
Junior	5	7.6	6.4	2.8	6.4	5.2	6.6	5.2	8.6	4.4	2.8
Senior	3	4.0	3.7	4.3	5.0	3.3	4.7	3.0	7.3	3.7	2.0

NOTE: Does not include 6 RA's who had no section scores.

APPENDIX IX

MEAN RAW SCORES FOR McCANDLESS HALL BY RA AND CLASS

RA and Class Year of Respondents	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
RA #8	18	6.4	7.2	2.4	5.8	4.3	6.6	5.8	8.2	4.1	3.8
Freshman	7	7.1	7.7	2.1	6.0	3.6	6.6	5.4	7.9	3.0	3.1
Sophomore	7	5.6	6.7	2.6	5.9	5.6	6.1	6.1	8.1	4.9	3.6
Junior	3	7.0	7.0	2.7	5.3	4.0	7.0	6.3	9.0	4.0	5.3
Senior	1	5.0	8.0	2.0	5.0	2.0	8.0	5.0	9.0	7.0	5.0
RA #14	30	6.5	7.3	2.8	5.9	3.8	5.0	4.2	7.1	4.0	4.5
Freshman	17	7.3	7.8	3.0	5.2	2.7	5.6	4.2	7.3	3.9	5.1
Sophomore	9	5.2	7.2	2.1	7.0	5.9	4.4	4.4	6.1	4.0	3.8
Junior	3	6.7	5.3	3.3	7.3	4.3	3.7	2.7	9.0	4.7	3.7
Senior	1	3.0	5.0	3.0	2.0	2.0	5.0	5.0	8.0	2.0	3.0
RA #15	24	6.4	8.2	2.0	5.8	4.0	5.6	4.2	8.4	4.25	4.2
Freshman	13	7.1	8.9	2.1	6.5	3.8	5.5	4.2	8.5	4.4	4.5
Sophomore	10	5.3	7.2	2.1	4.9	4.5	5.5	4.1	8.2	4.0	4.0
Junior	1	8.0	8.0	1.0	5.0	1.0	8.0	4.0	9.0	5.0	3.0
Senior	0										
RA #16	26	4.8	5.8	3.8	6.4	4.1	4.8	3.8	8.3	2.9	3.5
Freshman	21	4.7	5.5	4.0	6.5	4.6	4.8	3.6	8.3	2.5	3.5
Sophomore	3	4.7	6.7	3.7	6.3	1.7	4.7	5.0	7.7	3.3	3.7
Junior	1	8.0	10.0	1.0	4.0	2.0	8.0	7.0	9.0	5.0	4.0
Senior	1	4.0	5.0	1.0	8.0	2.0	3.0	1.0	9.0	7.0	3.0
RA #17	30	6.0	7.0	3.0	6.6	4.5	5.3	4.4	6.8	3.8	4.2
Freshman	21	6.0	7.3	3.3	6.8	4.6	5.3	4.7	6.5	3.7	4.2
Sophomore	5	7.2	8.2	2.2	5.2	4.2	5.4	4.2	8.2	5.0	5.6
Junior	3	3.0	4.0	2.3	7.3	5.0	5.7	3.0	6.0	3.3	2.3
Senior	1	7.0	5.0	2.0	8.0	2.0	4.0	4.0	9.0	3.0	2.0

APPENDIX X

MEAN RAW SCORES FOR REGINA HALL, BY RA AND CLASS

RA and Class Year of Respondents	No.	Inv.	Supp.	Indep.	T.S.O.	Comp.	A.A.	Intell.	O.& O.	St.Infl.	Innov.
RA #9	39	6.5	7.6	2.8	6.6	3.8	6.3	4.5	7.2	3.9	4.0
Freshman	14	5.9	7.1	3.3	6.4	4.0	6.0	4.4	6.0	4.1	4.6
Sophomore	22	7.0	8.2	2.3	6.6	3.8	6.5	4.8	7.9	3.8	3.4
Junior	3	5.3	5.3	4.3	7.0	3.3	6.0	3.0	7.3	4.0	5.7
Senior	0										
RA #10	20	5.3	7.55	2.85	5.7	3.35	6.2	5.2	8.4	4.0	4.0
Freshman	0										
Sophomore	19	5.1	7.4	2.9	5.8	3.4	6.1	5.1	8.4	3.9	3.9
Junior	1	10.0	10.0	2.0	3.0	3.0	8.0	8.0	9.0	5.0	5.0
Senior	0										
RA #11	34	6.1	7.2	3.0	6.8	3.7	5.1	3.9	7.1	3.9	3.7
Freshman	21	6.2	7.5	3.4	7.4	3.3	5.5	4.0	6.7	3.7	4.0
Sophomore	12	5.8	6.75	2.2	5.8	4.4	4.75	3.75	7.7	4.3	3.0
Junior	1	8.0	7.0	3.0	7.0	4.0	2.0	2.0	9.0	5.0	7.0
Senior	0										
RA #12	39	5.8	6.7	3.0	6.5	4.5	4.9	4.2	7.9	3.1	3.7
Freshman	26	6.3	6.6	3.1	6.4	4.1	5.2	4.0	7.5	2.8	4.0
Sophomore	11	4.5	6.6	3.1	6.6	5.2	4.2	4.2	8.7	3.3	3.0
Junior	2	7.0	7.5	1.0	6.5	5.0	6.0	6.0	9.0	4.5	3.5
Senior	0										
RA #13	39	7.9	8.1	3.0	6.4	3.8	5.1	4.9	7.8	3.6	5.3
Freshman	28	7.9	8.1	3.2	6.5	3.6	4.6	4.6	7.7	3.5	5.6
Sophomore	8	7.1	7.4	3.4	6.1	4.4	5.5	5.1	7.6	3.6	4.4
Junior	0										
Senior	3	9.3	10.0	0.3	7.0	4.3	7.7	6.7	10.0	5.0	5.0